

School Year 2009-2010

# A Parent's Guide

## Title I School Choice Enrollment Options



August, 2009

Dear Parents and Guardians,

According to this year's results on the DC CAS, a test that measures our students' reading and math skills, children in our school system are showing significant gains! As we work to continue this trend, we look forward to the day when we can tell you that every school in DCPS is a high performing school.

As you know, we still have much work to do in order to get there. In the meantime, federal law requires that parents who have children in Title I schools (schools that receive federal funds because a high percentage of its children are in low-income households) have choices when the school is struggling to perform. These choices are available when the school has not made Adequate Yearly Progress (AYP) in the same subject (reading or math) for at least 2 years in a row. If your child is in a Title I school, you may have one of these choices:

- If the school is Title I and in *year one* of "School Improvement," (has not met AYP for 2 years in a row), you can send your child to a higher performing school under the "parent choice transfer option."
- If your child's school is Title I and in *year two* of "School Improvement" or *higher* (has not met AYP for at least 3 years in a row), you also have the parent choice transfer option. Additionally for schools at this level, children may have access to added support. If you decide to keep your child in the school, and he/she qualifies for a free or reduced lunch, your child may also receive free tutoring services through DCPS-approved Supplemental Education Services (SES) providers. These are groups that specialize in tutoring in reading, language arts, math and/or science.

Thank you for reading this guide carefully. It will tell you if your child's school is Title I, and if it is in one of the above stages of School Improvement. It will also describe your options so that you may make the decisions that are right for your child's education. You can learn more about the SES tutoring services and providers in the Title I Supplemental Educational Services Guide that will go home with children this fall. The principal of your child's school will also hold a briefing for parents about your school's academic performance and supplemental services options, providing a schedule for the briefing in advance.

If you have any questions, we are here to assist you. Please call the Office of School Performance and Restructuring, 202-442-5055. Best of luck to you and your child in the coming school year.

Sincerely,



Michelle Rhee

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## School Choice: Parent Choice Transfer Option

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### What is the *No Child Left Behind Act (NCLB)*?

The No Child Left Behind Act of 2001 (NCLB) is a federal law designed to improve achievement for public school children. The goal of the law is to ensure all students are performing at grade level in reading and mathematics by 2014. To ensure that all of the District's children receive the education they deserve, DC Public Schools seeks to further the guiding principle of NCLB with an increased focus on reading, mathematics and language arts.

It is the policy of the District of Columbia Public Schools and a mandate of NCLB to assess all students against the same high academic standards. DCPS has chosen the District of Columbia Comprehensive Assessment System (DC CAS) as the key testing component used to measure a students' reading and mathematics abilities. Students are tested using both multiple choice and constructed response items. Grades 3-8 and 10 will be tested in Math and Reading. Grades 4, 7 and 10 will also be tested in Composition. Grades 5, 8, and high school students who take Biology will also be tested in science. All students must take the Biology exam by 11th grade. Federal guidelines stipulate that all students must be tested on grade level.

### What is a Title I School?

A school is designated a Title I school if the school has a high concentration of students from low-income families. Title I is the largest source of federal funding for education. Title I schools are schools in the District where their poverty percentage is greater than 35% as measured by the national free or reduced meals data.

### What is the Title I Public School Choice?

NCLB requires Title I schools that have not made Adequate Yearly Progress in the same subject (reading or math) for two years in a row to enter into a School Improvement status. Under NCLB, all students who attend a Title I school in need of improvement must be provided with an option to transfer to a higher performing public school. This transfer must be to a school that is not in a School Improvement status and is not considered to be persistently dangerous. This transfer option is called Title I Public School Choice.

### Which Schools must offer Title I Public School Choice?

Title I School Choice must be offered to parents beginning no later than the first day of school in the next school year and throughout the entire time the school is in School Improvement status. Title I School Improvement schools exit that status only after they have made Adequate Yearly Progress for two consecutive years. Although all students from schools in School Improvement status are eligible, students who are the lowest performing and are in families in the lowest income bracket have first priority when considering their first choice of school transfer options. There is no guarantee that all students will be assigned to the school of their choice; however, all students who apply will be accommodated where space is available.

## NCLB School Designations

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The District of Columbia Public Schools is engaged in one of the most exciting and aggressive school reform efforts in the nation. The goal of the reform is to improve the academic achievement of all students. Title I schools that have not made Adequate Yearly Progress (AYP) for two consecutive years enter School Improvement status and must offer public school choice to parents of students attending schools “in need of improvement.” Parents have the option of keeping their child enrolled in his/her neighborhood school or transferring their child to another designated school.

To assist you in making selections, information on each designated “NCLB choice school” and the “NCLB transfer school” are highlighted in this guide. Following this page are the spring 2009 DC CAS Data and the School Choice Enrollment Options charts. The charts list each “NCLB transfer school” along with the school’s AYP designation. The NCLB designation tells you the status of your child’s school as it relates to meeting AYP targets which each school’s students must meet each year. Schools that do not meet the AYP targets become “NCLB transfer schools” in the School Choice Program. Each NCLB designation is listed below with an explanation of that status.

### Schools in Need of Improvement Year 1 (SI Y1)

Schools that are in Need of Improvement – Year 1 have not made AYP for two consecutive years. These schools receive intense professional development related to training teachers on how to use testing data to determine student’s needs and shape instruction.

### Schools in Need of Improvement Year 2 (SI Y2)

Schools that are in Need of Improvement – Year 2 have not made AYP for three consecutive years. These schools receive intense professional development related to training teachers on how to use testing data to determine student’s needs and shape instruction. Literacy and numeracy coaches are deployed to the school. An approved school improvement plan is implemented.

### Corrective Action (CA)

Schools that are in Corrective Action have not made AYP for four consecutive years. At this point, targeted changes occur in staffing and/or leadership. A comprehensive strategy for a school improvement plan is implemented with added District resources for success. School Improvement Specialists are deployed to the school to support the school leadership.

### Restructuring Year 1 (R Y1)

Schools that are in Restructuring – Year 1 have not made AYP for five consecutive years and must undergo major restructuring, which will include changes in staff and/or the school leadership and governance. During Restructuring- Year 1, schools must also develop a restructuring plan.

### Restructuring Year 2 (R Y2)

Schools that are in Restructuring-Year 2 must now implement their restructuring plans at the beginning of the school year. Schools in both the planning for restructuring and restructuring phases must continue to offer public school choice as well as Supplemental Educational Services to eligible students.

## DCPS School Improvement Status Data

School Name	School Improvement Status 2009	School Improvement Status 2008	Reading Proficiency 2009 (%)	Reading Proficiency 2008 (%)	Math Proficiency 2009 (%)	Math Proficiency 2008 (%)
Aiton Elementary School	SI Y2	SI Y1	44.72	60.39	46.34	61.04
Amidon-Bowen Elementary School	R Y1	CA	33.33	22.69	20.75	22.69
Anacostia Senior High School	R Y2	R Y2	18.13	21.15	16.88	13.46
Ballou Senior High School	R Y2	R Y2	24.05	22.22	22.36	18.22
Ballou STAY	n/a <sup>1</sup>	n/a <sup>1</sup>	-	-	-	-
Bancroft Elementary School	R Y2	R Y1	38.33	52.30	46.96	58.05
Banneker Senior High School	None	None	97.03	97.12	98.02	98.08
Barnard Elementary School	None	None	84.83	66.37	80.00	55.75
Beers Elementary School	CA	SI Y2	40.60	52.80	41.35	36.02
Birney Elementary School	SI Y2 <sup>2</sup>	SI Y2	71.59	29.91	61.36	17.95
Brent Elementary School	SI Y1 <sup>2</sup>	SI Y1	39.06	43.04	64.06	48.10
Brightwood Education Campus	CA	SI Y2	47.12	49.10	48.17	28.14
Brookland Education Campus at Bunker Hill	SI Y1	None	45.81	58.93	41.38	65.18
Browne Young Gibbs Middle School	R Y2	R Y2	20.59	27.57	19.93	26.49
Bruce-Monroe Elementary School at Park View	SI Y2	SI Y1	38.81	42.59	49.25	48.15
Burroughs Elementary School	SI Y2	SI Y1	61.72	63.55	51.56	58.88
Burrville Elementary School	SI Y2	SI Y1	62.42	44.88	75.80	48.29
Cardozo Senior High School	R Y2	R Y2	25.95	23.53	28.46	26.05
Cleveland Elementary School	None	None	78.65	72.97	75.28	63.51
Columbia Heights Educational Center	None	CA	40.19	-	47.81	-
Cooke Elementary School	R Y2	R Y1	31.86	36.89	38.05	43.69

School Name	School Improvement Status 2009	School Improvement Status 2008	Reading Proficiency 2009 (%)	Reading Proficiency 2008 (%)	Math Proficiency 2009 (%)	Math Proficiency 2008 (%)
Coolidge Senior High School	R Y2	R Y2	36.17	29.09	42.55	50.91
Davis Elementary School	CA	SI Y2	17.14	35.24	21.90	33.33
Deal Middle School	SI Y1	None	78.37	78.59	77.63	77.01
Draper Elementary School	None	SI Y1	62.50	64.06	55.00	45.31
Drew Elementary School	SI Y2 <sup>2</sup>	SI Y2	30.77	12.50	34.07	6.25
Dunbar Senior High School	R Y2	R Y2	18.82	22.46	24.71	19.25
Eastern Senior High School	R Y2	R Y2	21.54	22.56	8.46	6.02
Eaton Elementary School	None	None	85.57	73.96	80.10	64.06
Eliot Junior High School	R Y2	R Y1	37.75	30.43	41.53	37.68
Ellington School of Performing Arts High School	SI Y1 <sup>2</sup>	SI Y1	77.42	75.97	61.29	51.94
Emery Elementary School	CA	SI Y2	56.12	58.82	53.24	56.47
Ferebee-Hope Elementary School	R Y1	CA	36.67	35.25	35.83	33.61
Francis-Stevens Education Campus	R Y1	CA	47.46	51.01	42.61	45.64
Garfield Elementary School	R Y2	R Y1	26.23	26.80	26.23	24.84
Garrison Elementary School	CA	SI Y2	39.58	57.26	40.63	55.56
Hamilton Special Education Center	R Y2	R Y1	8.57	7.50	8.57	10.00
Hardy Middle School	None	None	72.85	70.63	69.21	64.21
Harris Elementary School	SI Y2 <sup>2</sup>	SI Y2	43.62	30.07	31.91	24.48
Hart Middle School	R Y2	R Y2	17.80	17.08	13.99	13.67
Hearst Elementary School	None	n/a	80.77	-	92.31	-
Hendley Elementary School	R Y1	CA	48.46	44.57	37.69	44.57
Houston Elementary School	CA <sup>2</sup>	CA	58.77	45.80	45.61	31.30
Hyde Elementary School	None	None	82.89	82.89	85.53	80.26
Jackie Robinson Center	None <sup>2</sup>	None <sup>2</sup>	35.90	5.88	35.90	0.00

School Name	School Improvement Status 2009	School Improvement Status 2008	Reading Proficiency 2009 (%)	Reading Proficiency 2008 (%)	Math Proficiency 2009 (%)	Math Proficiency 2008 (%)
Janney Elementary School	None	None	90.80	87.80	85.44	88.98
Jefferson Middle School	R Y2	R Y1	47.85	48.67	52.64	48.94
Johnson Middle School	R Y2	R Y2	14.55	19.63	13.75	9.82
Kelly Miller Middle School	R Y1	CA	26.48	25.00	24.86	22.86
Kenilworth Elementary School	R Y2	R Y1	19.44	27.19	20.83	25.44
Ketcham Elementary School	CA	SI Y2	26.79	34.09	30.36	25.00
Key Elementary School	None	None	84.73	84.21	86.26	92.11
Kimball Elementary School	R Y1	CA	45.38	42.04	59.23	37.58
King Elementary School	SI Y1 <sup>2</sup>	SI Y1	58.52	45.80	34.81	22.14
Kramer Middle School	R Y2	R Y2	24.04	20.80	20.63	27.43
Lafayette Elementary School	None	None	90.56	88.89	89.51	88.53
Langdon Education Campus	None	None	66.85	70.59	71.82	77.94
LaSalle-Backus Education Campus	CA	SI Y2	43.01	39.68	28.11	32.54
Leckie Elementary School	SI Y1	None	54.41	43.61	52.21	36.09
Ludlow-Taylor Elementary School	CA	SI Y2	57.35	51.09	57.35	53.26
Luke C. Moore Academy High School	SI Y2 <sup>2</sup>	SI Y2	16.67	-	5.56	-
MacFarland Middle School	R Y2	R Y2	26.72	32.04	35.34	33.15
Malcolm X Elementary School	CA	SI Y2	20.93	27.39	31.40	13.38
Mamie D Lee Special Education Center	SI Y2 <sup>2</sup>	SI Y2	66.67	88.89	72.22	88.89
Mann Elementary School	None	None	91.89	91.40	88.29	84.95
Maury Elementary School	SI Y2	SI Y1	46.43	57.83	30.36	57.83
McKinley Technology High School	None	None	68.50	72.44	70.50	62.67
Miner-Gibbs Elementary School	R Y2	R Y1	35.36	48.36	31.49	40.38

School Name	School Improvement Status 2009	School Improvement Status 2008	Reading Proficiency 2009 (%)	Reading Proficiency 2008 (%)	Math Proficiency 2009 (%)	Math Proficiency 2008 (%)
Montgomery Elementary School	SI Y2	SI Y1	32.14	33.33	30.36	31.48
Moten Elementary School at Wilkerson	R Y2	R Y1	20.69	17.32	22.22	11.17
Murch Elementary School	None	None	83.84	80.65	82.10	74.19
Nalle Elementary School	CA	SI Y2	26.72	23.20	24.43	20.80
Noyes Education Campus	None	None	84.71	60.00	63.69	55.79
Orr Elementary School	SI Y2	SI Y1	32.43	43.09	45.05	37.40
Oyster-Adams Elementary School	SI Y1	None	77.46	74.53	72.96	69.66
Patterson Elementary School	SI Y1	None	27.27	33.97	25.21	23.72
Payne Elementary School	None	None	39.76	29.73	40.96	21.62
Peabody Elementary School	No tested grades	No tested grades	-	-	-	-
Phelps High School	n/a <sup>1</sup>	No tested grades	-	n/a	-	n/a
Plummer Elementary School	R Y1	CA	34.48	39.77	36.78	31.82
Powell Elementary School	R Y1	CA	26.22	34.04	43.03	48.94
Prospect Special Education Center	R Y2	R Y1	4.24	3.08	3.39	0.00
Randle Highlands Elementary School	SI Y2	SI Y1	40.12	48.60	47.67	42.06
Raymond-Clark Education Campus	R Y1	CA	61.07	72.53	50.38	71.43
Reed Learning Center	R Y1	CA	69.42	61.39	73.55	58.23
River Terrace Elementary School	CA	SI Y2	29.69	44.83	35.94	28.74
Ron Brown Middle School	R Y2	R Y2	27.00	24.90	28.86	18.67
Roosevelt Senior High School	R Y2	R Y2	29.27	22.13	26.02	26.23
Roosevelt STAY	n/a <sup>1</sup>	n/a <sup>1</sup>	-	-	-	-
Ross Elementary School	None	None	77.05	65.63	70.49	48.44
Savoy Elementary School	R Y1	CA	29.31	45.57	26.32	39.24

School Name	School Improvement Status 2009	School Improvement Status 2008	Reading Proficiency 2009 (%)	Reading Proficiency 2008 (%)	Math Proficiency 2009 (%)	Math Proficiency 2008 (%)
School Without Walls Senior High School	None	None	98.02	92.73	94.06	92.73
Seaton Elementary School	SI Y2	SI Y1	27.88	41.32	46.15	44.63
Shaed Education Campus	CA	SI Y2	43.53	37.50	35.29	31.25
Sharpe Health Special Education Center	None	CA	68.57	90.24	68.57	92.68
Shaw Middle School at Garnet Patterson	R Y2	R Y2	29.20	38.52	29.02	33.33
Shepherd Elementary School	None	None	77.78	73.91	76.47	63.77
Simon Elementary School	CA	SI Y2	28.46	44.86	27.69	31.78
Smothers Elementary School	CA	SI Y2	29.03	30.12	37.63	21.69
Sousa Middle School	R Y2	R Y2	39.42	22.84	41.83	16.75
Spingarn Senior High School	R Y2	R Y2	17.07	18.84	14.63	17.39
Springarn STAY	n/a <sup>1</sup>	n/a <sup>1</sup>	-	-	-	-
Stanton Elementary School	R Y2	R Y2	22.97	14.55	23.13	9.70
Stoddert Elementary School	None	None	74.55	77.50	80.00	66.25
Stuart-Hobson Middle School	R Y1	R Y1	74.87	66.41	75.38	56.51
Takoma Education Campus	SI Y2	SI Y1	68.02	70.83	51.74	67.26
Terrell Elementary School	R Y1	R Y1	41.94	25.61	26.61	23.17
Thomas Elementary School	CA	SI Y2	41.38	44.00	52.87	37.00
Thomson Elementary School	SI Y1	None	43.97	45.28	44.44	30.82
Thurgood Marshall Education Campus	SI Y2	SI Y1	49.43	43.86	40.70	35.09
Transition Academy at Shadd	n/a <sup>1</sup>	n/a <sup>1</sup>	-	-	-	-
Truesdell-Rudolph Education Campus	R Y2	R Y2	49.75	47.24	56.72	48.82
Tubman Elementary School	R Y1	R Y1	43.02	29.27	63.01	35.98
Turner Elementary School at Green	SI Y2	SI Y2	38.81	25.55	39.10	31.39

School Name	School Improvement Status 2009	School Improvement Status 2008	Reading Proficiency 2009 (%)	Reading Proficiency 2008 (%)	Math Proficiency 2009 (%)	Math Proficiency 2008 (%)
Twilight Academy at Ballou	None <sup>1</sup>	Did Not Exist	54.22	-	49.40	-
Tyler Elementary School	None <sup>2</sup>	None <sup>2</sup>	45.45	36.96	33.71	33.70
Walker-Jones Education Campus	R Y2	R Y1	38.39	23.81	41.07	19.05
Watkins Elementary School	None	SI Y1	69.23	61.64	67.42	56.47
Webb-Wheatly Education Campus	R Y2	R Y2	12.82	15.25	12.82	13.56
West Education Campus	SI Y2 <sup>2</sup>	SI Y2	61.76	56.04	53.92	38.46
Whittier Education Campus	SI Y1	None	44.93	51.37	52.17	45.90
Wilson Elementary School	None	None	71.43	67.10	75.94	57.42
Wilson Senior High School	R Y2	R Y2	72.18	62.42	67.17	60.00
Winston Education Campus	R Y1	CA	25.13	41.95	27.69	41.38
Woodson Senior High School at Fletcher Johnson	R Y2	R Y2	23.78	28.57	25.17	17.53
Youth Engagement Academy	n/a <sup>1</sup>	n/a <sup>1</sup>	-	-	-	-
Youth Services Center	n/a <sup>1</sup>	n/a <sup>1</sup>	-	-	-	-

<sup>1</sup>No scores are reported for schools or programs with fewer than 10 tested students. Scores are reported at schools or programs with more than 10 but fewer than 25 tested students. These schools do not receive an AYP status.

<sup>2</sup> A school achieved "Safe Harbor." Safe Harbor is made when the percentage of students who meet the basic proficiency requirements improves by 10% from the previous school year.

## NCLB School Enrollment Options – Elementary Schools

TRANSFER SCHOOL	CHOICE OPTIONS	
School Name SY09-10	Choice Option	Choice Option
Aiton Elementary School	Eaton Elementary School	Hyde Elementary School
Amidon-Bowen Elementary School	Mann Elementary School	Barnard Elementary School
Bancroft Elementary School	Cleveland Elementary School	Shepherd Elementary School
Beers Elementary School	Cleveland Elementary School	Key Elementary School
Brent Elementary School	Wilson, J.O. Elementary School	Cleveland Elementary School
Bruce-Monroe Elementary School @ Park View	Barnard Elementary School	Shepherd Elementary School
Burrville Elementary School	Hearst Elementary School	Wilson, J.O. Elementary School
Cooke, H.D. Elementary School	Key Elementary School	Shepherd Elementary School
Davis Elementary School	Barnard Elementary School	Mann Elementary School
Drew Elementary School	Barnard Elementary School	Mann Elementary School
Ferebee-Hope Elementary School	Cleveland Elementary School	Eaton Elementary School
Garfield Elementary School	Cleveland Elementary School	Wilson, J.O. Elementary School
Garrison Elementary School	Ross Elementary School	Cleveland Elementary School
Harris, C.W. Elementary School	Wilson, J.O. Elementary School	Stoddert Elementary School
Hendley Elementary School	Hearst Elementary School	Noyes Education Campus
Houston Elementary School	Ross Elementary School	Mann Elementary School
Kenilworth Elementary School	Hearst Elementary School	Ross Elementary School
Ketcham Elementary School	Cleveland Elementary School	Janney Elementary School
Kimball Elementary School	Cleveland Elementary School	Hyde Elementary School
King Elementary School	Lafayette Elementary School	Barnard Elementary School
Leckie Elementary School	Murch Elementary School	Wilson, J.O. Elementary School
Lee, Mamie D. School *	*	*
Ludlow-Taylor Elementary School	Cleveland Elementary School	Barnard Elementary School
Malcolm X Elementary School	Lafayette Elementary School	Barnard Elementary School
Marshall Elementary School	Langdon Education Campus	Noyes Education Campus
Maury Elementary School	Wilson, J.O. Elementary School	Barnard Elementary School
Miner Elementary School	Wilson, J.O. Elementary School	Cleveland Elementary School
Montgomery Elementary School	Shepherd Elementary School	Barnard Elementary School
Moten Elementary School @ Wilkinson	Wilson, J.O. Elementary School	Murch Elementary School
Nalle Elementary School	Wilson, J.O. Elementary School	Stoddert Elementary School
Orr Elementary School	Cleveland Elementary School	Hyde Elementary School
Patterson Elementary School	Murch Elementary School	Wilson, J.O. Elementary School

TRANSFER SCHOOL	CHOICE OPTIONS	
School Name SY09-10	Choice Option	Choice Option
Plummer Elementary School	Hyde Elementary School	Key Elementary School
Powell Elementary School (Lincoln Hill Cluster)	Barnard Elementary School	Hearst Elementary School
Randle Highlands Elementary School	Wilson, J.O. Elementary School	Hyde Elementary School
Reed LC	Barnard Elementary School	Mann Elementary School
River Terrace Elementary School	Wilson, J.O. Elementary School	Lafayette Elementary School
Savoy Elementary School	Shephard Elementary School	Wilson, J.O. Elementary School
Seaton Elementary School	Cleveland Elementary School	Ross Elementary School
Simon Elementary School	Wilson, J.O. Elementary School	Noyes Education Campus
Smothers Elementary School	Eaton Elementary School	Hyde Elementary School
Stanton Elementary School	Cleveland Elementary School	Wilson, J.O. Elementary School
Terrell, M.C./McGogney Elementary School	Lafayette Elementary School	Barnard Elementary School
Thomas Elementary School	Hearst Elementary School	Ross Elementary School
Thomson Elementary School	Cleveland Elementary School	Murch Elementary School
Tubman Elementary School	Cleveland Elementary School	Barnard Elementary School
Turner Elementary School @ Green	Wilson, J.O. Elementary School	Eaton Elementary School

*If your child's school is not on the list of transfer schools, then he/she is not currently eligible for an NCLB School Choice Transfer.*

\*If your child is currently enrolled in a Special Education program, please contact the Office of School Performance to assist you with identifying a choice option that can support your child/children's Individual Educational Plan (IEP)

## NCLB School Enrollment Options – Education Campuses

TRANSFER SCHOOL	CHOICE OPTIONS	
School Name SY09-10	Choice Option	Choice Option
Brightwood Education Campus	Lafayette Elementary School	Noyes Education Campus
Brookland Education Campus @ Bunker Hill	Noyes Education Campus	Barnard Elementary School
Burroughs Education Campus	Langdon Education Campus	Shephard Elementary School
Emery Education Campus	Barnard Elementary School	Noyes Education Campus
Francis-Stevens Education Campus	Langdon Education Campus	Cleveland Elementary School
Hamilton Center *	*	*
LaSalle-Backus Education Campus	Noyes Education Campus	Shephard Elementary School
Prospect LC *	*	*
Raymond Education Campus	Noyes Education Campus	Shephard Elementary School
Shaed Education Campus	Eaton Elementary School	Langdon Education Campus
Takoma Education Campus	Langdon Education Campus	Noyes Education Campus
Truesdell Education Campus	Janney Elementary School	Noyes Education Campus
Walker-Jones Education Campus	Wilson, J.O. Elementary School	Langdon Education Campus
West Education Campus	Mann Elementary School	Langdon Education Campus
Wheatley Education Campus	Langdon Education Campus	Noyes Education Campus
Whittier Education Campus	Noyes Education Campus	Barnard Elementary School
Winston Education Campus	Key Elementary School	Noyes Education Campus

*If your child's school is not on the list of transfer schools, then he/she is not currently eligible for an NCLB School Choice Transfer.*

\*If your child is currently enrolled in a Special Education program, please contact the Office of School Performance to assist you with identifying a choice option that can support your child/children's Individual Educational Plan (IEP)

## NCLB School Enrollment Options – Middle Schools

TRANSFER SCHOOL	CHOICE OPTIONS
<b>School Name SY09-10</b>	<p>NCLB Choice options for parents of middle school students are extremely limited at this time. The only available NCLB Choice middle school is: Hardy Middle School.</p>
Eliot-Hine Middle School	
Hart Middle School	
Jefferson Middle School	
Johnson Middle School	
Kelly Miller Middle School	
Kramer Middle School	
MacFarland Middle School (Lincoln Hill Cluster)	
Ronald Brown Middle School	
Shaw Middle School @ Garnet-Patterson	
Sousa Middle School	
Stuart-Hobson Middle School (Capitol Hill Cluster)	

*If your child's school is not on the list of transfer schools, then he/she is not currently eligible for an NCLB School Choice Transfer.*

## NCLB School Enrollment Options – Senior High Schools

TRANSFER SCHOOL	CHOICE OPTIONS
<b>School Name SY09-10</b>	High school students have the option of applying to one of our specialty High Schools. However, all applicants must go through the application process and adhere to the admission requirements for these schools. The available specialty school choice options are: Banneker Senior High School, McKinley Tech Senior High School, Phelps Senior High School, and School Without Walls.
Anacostia Senior High School	
Ballou Senior High School	
Cardozo Senior High School	
Coolidge Senior High School	
Dunbar Senior High School	
Eastern Senior High School	
Ellington School of the Arts	
Luke C. Moore Academy Senior High School	
Roosevelt Senior High School	
Spingarn Senior High School	
Wilson, W. Senior High School	
Woodson, H.D. Senior High School	

*If your child's school is not on the list of transfer schools, then he/she is not currently eligible for an NCLB School Choice Transfer.*

## Specialty High School Admission Requirements

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### Benjamin Banneker Academic High School

**Admissions Requirements:**

- Excellent scores (Proficient/Advanced) on the DC CAS scores in exiting grade
- Excellent (passing) score on a pre-admission test for entering 10<sup>th</sup> graders
- Academic Achievement (Rank in the top 18% of the exiting grade)
- Teachers, counselor and principal recommendations
- Good (or satisfactory) attendance and punctuality
- Personal interview (oral/writing sample)
- Parent interview
- Submission of student's expository statements
- Panel review of application

**Description of the school or program(s):**

The Benjamin Banneker Academic High School is an alternative school that offers a highly structured four-year program leading to college admission. The common denominator of the students is their commitment to educational excellence. The curriculum encompasses three inter-related areas:

- The academic curriculum includes required and elective college preparatory courses with a balance of liberal arts and sciences.
- The Extended Day Program includes those artistic and creative activities that enrich work and leisure time.
- The Community Laboratory Project fosters good citizenship through volunteer service in the community, increases knowledge of the world of work and promotes awareness of career goals (270 hours are required).

**Program of Study**

Benjamin Banneker Academic High School is the only DC Public School that offers its students the opportunity to earn the prestigious International Baccalaureate (IB) Diploma. The IB program is a rigorous academic program with an internal focus offered in outstanding schools worldwide. The traditional Banneker program offers Advanced Placement (AP) courses to junior and seniors, offering the opportunity to earn college credits. The school, in partnership with Howard University, offers students a rigorous, college-preparatory program with numerous benefits.

The entire screening and selection process of applicants for the Benjamin Banneker Academic High School is the responsibility of a Selection Committee. Final determination of accepted applicants will be made after a personal interview. Applicants will be notified of approval or denial.

## Specialty High School Admission Requirements

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### McKinley Technology High School

#### **Admissions Requirements:**

- Applicants are scored on a scale of 1-33 points, with up to three (3) bonus points earned for demonstrated related background activities and completion of the Parent/Guardian survey. Applicants are scored and selected based on the following categories:
- Official Grade Point Average in core subject areas: 5 points
- School Attendance: 5 points
- Essay: 5 points
- Recommendation Forms: 5 points
- Writing Sample: 5 points
- Personal Interview: 5 points

#### Possible Bonus Points

- Student Related Background Activities: 2 points
- Parent/Guardian Survey: 1 point

#### **Description of the school or program(s):**

The McKinley Technology High School builds upon the role and mission of its predecessor, McKinley High School by combining a rigorous academic curriculum with education in technology disciplines. The academic program at McKinley provides a learning environment that is digitally enhanced to support academic achievement. Teachers and students engage in a project based curriculum that has the rigor of a first class liberal arts education and the job skills development of a technical program.

McKinley Technology High School provides students the opportunity to pursue an intense focus in the following areas:

- Bio/Medical Technology
- Information Technology
- Broadcast Technology

#### Specific program concentrations:

- Computer networks
- Interactive media
- Computer programming
- Radio
- TV/Video production
- Molecular and plant genetics

## Phelps Architecture, Construction, and Engineering High School

### Admissions Requirements:

- Phelps High School will recruit students for the 9<sup>th</sup> grade from across the District of Columbia and therefore, Phelps does not have an assigned attendance zone.
- Applicants are scored on a scale of 1-30 points, with up to three (3) bonus points earned for demonstrated related background activities and completion of the Parent/Guardian survey.

Applicants are scored and selected based on the following categories:

- Official Grade Point Average in core subject areas: 5 points
- School Attendance: 5 points
- Admission Exam: 5 points
- Recommendation Forms: 5 points
- Personal Interview: 5 points

### Possible Bonus Points

- Student Related Background Activities: 3 points
- Parent/Guardian Survey: 2 points
- A strong interest in the architecture, construction, and engineering industries is preferred among applicants; however, the most important attribute of the prospective Phelps student is an enthusiasm to learn in a unique and rigorous environment and a commitment to become an academic scholar.
- Incoming 9<sup>th</sup> grade applicants must provide official 8<sup>th</sup> and 7<sup>th</sup> grade DC BAS and DC CAS scores and a first semester 8<sup>th</sup> grade report card.
- Incoming 10<sup>th</sup> grade applicants must provide official 9<sup>th</sup> grade DC BAS and 8<sup>th</sup> grade DC CAS scores, and a first semester 9<sup>th</sup> grade report card.

### Description of the school or program(s):

Phelps is a city-wide, all inclusive comprehensive high school with rigorous, innovative curricula established to prepare students for higher education and careers in architecture, construction, and engineering. Any DC student, city-wide, is eligible to apply to attend Phelps. Students will be prepared to succeed in college through a strong academic program with optional Honors and Advanced Placement Courses.

**Programs:** Phelps is a college and career preparatory high school where students acquire concentrated skills and pre-apprentice training in one of the following areas:

Architecture	Interior Design	Electrical
Design/CADD	Carpentry	Plumbing
Networking/CCNA	Iron and Sheet Metal Working	Heavy Equipment Operating
Engineering (Civil)	Brick Masonry	Project Management
Telecommunications	Cement Masonry	Building Construction
Electronic Systems	Concrete Finishing	Horticulture and Landscaping

## School Without Walls

### Admissions Requirements:

Students who seek admission into School Without Walls, a college preparatory magnet school must display attributes that consist of the following:

- Excellent scores (Proficient/Advanced) on the DC CAS/Standardized State scores in exiting grade
- A high level of motivation, exemplary behavior/attendance.
- An ability to initiate and assume responsibility for their own actions.
- Consistent maturity, good judgment, and an ability to work independently.
- Respect for divergent opinions and views.
- An acceptance and appreciation of our diverse community.
- 3.0 GPA
- Interview process and writing sample which demonstrates proficiency in grammar and the ability to offer substantive ideas on a specific topic.
- Parent interview
- Senior Project

### Description of the school or program(s):

- A total of 24.5 required Carnegie units for graduation. This includes one credit in AP or one college credit and .5 credit for an Internship. In addition students must complete a Senior Project in order to graduate. The Senior Project must be judged proficient by a jury made up of faculty and members of the community.

George Washington University affords School Without Walls students who score a minimum of 150 or 1500 on the PSAT or SAT and have a 3.0 GPA enrollment in the university upon approval.

### School-To-Careers

School-to-Careers (STC) is an approach to learning in America's schools that links students, schools, and workplaces. It is locally driven and community based, it is an effort to reform education that combines high-level academic achievement with a graduated understanding of the world of work. STC also encourages schools to develop a STC program with the assistance of a School-to-Career facilitator cooperatively - together with employers, unions, civic groups, and other public and private sector organizations.

### On-the-Job Training

Each student is required to complete two 1/2 credit On-the-Job Training/ internships as part of their graduation requirement. School Without Walls employs an OJT/Internship Coordinator who assists students in acquiring internships. The Coordinator also monitors student performance and provides assistance in developing resumes, appropriate dress, interview skills, etc.

## Special Education Services

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The following chart shows the special education centers within the District of Columbia Public Schools and the students that they serve. If your child has special education needs and qualifies for an NCLB school choice transfer, please contact the Office of School Performance and Restructuring so we can place your child into a program that best meets his/her needs.

<b>Special Education Center</b>	<b>Program</b>
Amidon Elementary School	Primary Transition
Bancroft Elementary School	Inclusion Pre-Kindergarten, Non-categorical pre-kindergarten
Ferebee-Hope Elementary School	Mental Retardation, Emotionally Disturbed (self-contained)
Hamilton Center	Emotional Disabilities
Hart Middle School	Emotionally Disturbed (self-contained)
Kimball Elementary School	Emotionally Disturbed (self-contained)
Mamie D. Lee School	Mental Retardation
Miner Elementary School	Non-categorical Early Childhood, Primary Transition, Visually Impaired Program
Prospect Learning Center	Learning Disabilities
Sharpe Health School	Multiply-disabled, orthopedically impaired, medically fragile
Terrell Elementary School	Mental Retardation, Emotionally Disturbed (self-contained)
Tubman Elementary School	Primary Transition, Non-categorical Pre-kindergarten

## Frequently Asked Questions

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### What is Adequate Yearly Progress (AYP)?

Under the No Child Left Behind Act of 2001, each state has developed and implemented measurements for determining whether its schools and local educational agencies (LEAs) are making Adequate Yearly Progress (AYP). In the District of Columbia, the state education agency responsibilities are performed by the Office of the State Superintendent of Education (OSSE). The OSSE is a separate agency from DCPS. DCPS is a Local Educational Agency. Most responsibilities related to defining and calculating AYP are performed by the OSSE.

AYP is an individual state's measure of progress toward the goal of 100 percent of students achieving to state academic standards in at least Reading/Language Arts and Math by 2014. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators. The three indicators for AYP for DCPS are **proficiency rates** on Reading and Math, **testing participation rate**, **attendance rate** (for elementary and middle schools only) and **graduation rate** (for high schools only). Science and Composition do not count for AYP for 2009.

### What does my school have to do to meet AYP?

To achieve AYP, a school must meet all three of the following targets:

1. Have 95% Test Participation: Schools must test at least 95% of the students enrolled for a “full academic year.”
2. Meet DC CAS target scores: The state annual academic proficiency targets must be met for each student group. Student proficiency rates are examined for the school as a whole AND for each of the student groups below in which the school has at least 25 students.
 

• Asian/Pacific Islander	• White, non-Hispanic
• American Indian	• Special Education
• Black, non-Hispanic	• Limited English Proficient
• Hispanic	• Economically Disadvantaged
3. Meet target for “Other Academic Indicators”: Achieve the targets for the “other academic indicators.”
 

• Graduation rate (for High Schools)
• Attendance rate (for Elementary & Middle Schools)

All three targets described above must be met in order to make AYP.

All three must be met by the WHOLE SCHOOL including each student group each year.

## What is the DC CAS?

The District of Columbia Comprehensive Assessment System (DC CAS) is a test that measures students' knowledge and skills in reading and math. The test is aligned to DCPS learning standards and is administered to students in grades 3-8 and 10.

## What were the DC CAS target scores required in reading and math for school year 2008-2009?

The following table shows the minimum percentages of students needed to achieve proficient or above in reading and math on the DC CAS for a school to meet AYP in 2008-2009. The table is broken down by grade level.

	Reading	Math
Elementary (K – 6)	60.53%	55.21%
Secondary (7-12)	57.69%	55.41%

## How do the results of the DC CAS and the information from the Local School Report Card affect me and my child?

If your child attends a Title I school that consistently fails to make AYP, NCLB and DC Public Schools provides you with several options:

**After two consecutive years of not meeting AYP, your child's school must:**

Offer all children in the school the opportunity to transfer to a higher performing school within the DC Public Schools. Transportation or bus passes will be provided by DC Public Schools.

**After three consecutive years of not meeting AYP, your child's school must:**

Continue to offer all children in the school the opportunity to transfer to a high performing school within the DC Public Schools.

Offer free tutoring to low income students who choose to remain in the school. This program is called Supplemental Educational Services, (SES). Parents are given the option to choose a tutoring program they believe is best for their child. (Note: this option will not be provided to parents who choose to transfer their child to another school)

**After four consecutive years of not meeting AYP, your child's school must:**

Continue to offer all children in the school the opportunity to transfer to a high performing school within the DC Public Schools and supplemental educational services as described above.

The school is also being subjected to corrective action or restructuring action. Your school's AYP status will be presented on the DC CAS report card.

## What is the Local School Report Card?

The law requires that parents have access to DC CAS testing results so that they are empowered to make informed decisions regarding their child's education. Issued in the form of a report card, this information is intended to provide an easy-to-read report on how the total student population scored on the DC CAS. This report card will provide important facts on how African American students, Hispanic students, White students, students with disabilities, students with limited English proficiency and students who are economically disadvantaged scored on the DC CAS if there are 40 or more students in that particular subgroup taking the test. A Local School Report Card for each school can be found at <http://nclb.osse.dc.gov/>. A sample report card is displayed below.

REPORT CARD SHEPHERD ES										Year : 2009 Category : ELEMENTARY		MET AYP? Reading Math Attendance YES YES YES		
Group	Year	Number in Group	# Tested	% Tested	% BB (1)	% Basic	% Prof.	% Adv.	# Tested	% Tested	% BB (1)	% Basic	% Prof.	% Adv.
Ethnicity														
* (2)	2009	0	-	-	-	-	-	-	-	-	-	-	-	-
	2008	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islanders*	2009	1	-	-	-	-	-	-	-	-	-	-	-	-
	2008	3	-	-	-	-	-	-	-	-	-	-	-	-
Black/Non-hispanic	2009	150	149	99.33%	2.01%	19.46%	64.43%	14.09%	149	99.33%	4.03%	18.79%	50.34%	26.85%
	2008	133	133	100.00%	2.26%	27.07%	63.91%	6.77%	133	100.00%	3.76%	34.59%	42.86%	18.80%
Hispanic*	2009	13	13	100.00%	0.00%	38.46%	46.15%	15.38%	13	100.00%	7.69%	38.46%	38.46%	15.38%
	2008	6	-	-	-	-	-	-	-	-	-	-	-	-
Amer. Indian/Alaskan Native*	2009	0	-	-	-	-	-	-	-	-	-	-	-	-
	2008	0	-	-	-	-	-	-	-	-	-	-	-	-
White/Non-hispanic*	2009	1	-	-	-	-	-	-	-	-	-	-	-	-
	2008	4	-	-	-	-	-	-	-	-	-	-	-	-
Gender														
* (2)	2009	0	-	-	-	-	-	-	-	-	-	-	-	-
	2008	0	-	-	-	-	-	-	-	-	-	-	-	-
Female	2009	76	75	98.68%	1.33%	16.00%	68.00%	14.67%	75	98.68%	4.00%	18.67%	48.00%	29.33%
	2008	71	71	100.00%	0.00%	18.31%	71.83%	9.86%	71	100.00%	0.00%	38.03%	35.21%	26.76%
Male	2009	89	89	100.00%	2.25%	24.72%	58.43%	14.61%	89	100.00%	4.49%	21.35%	50.56%	23.60%
	2008	75	75	100.00%	4.00%	32.00%	57.33%	6.67%	75	100.00%	6.67%	29.33%	48.00%	16.00%
Special Education														
Disabled	2009	13	13	100.00%	23.08%	69.23%	7.69%	0.00%	13	100.00%	30.77%	46.15%	23.08%	0.00%
	2008	16	16	100.00%	6.25%	75.00%	18.75%	0.00%	16	100.00%	25.00%	50.00%	25.00%	0.00%
Non-disabled	2009	152	151	99.34%	0.00%	16.56%	67.55%	15.89%	151	99.34%	1.99%	17.88%	51.66%	28.48%
	2008	130	130	100.00%	1.54%	19.23%	70.00%	9.23%	130	100.00%	0.77%	31.54%	43.85%	23.85%
English Proficiency														
Lep/Nep*	2009	14	14	100.00%	0.00%	28.57%	57.14%	14.29%	14	100.00%	7.14%	35.71%	50.00%	7.14%
	2008	5	-	-	-	-	-	-	-	-	-	-	-	-
Non-Lep/Nep	2009	151	150	99.34%	2.00%	20.00%	63.33%	14.67%	150	99.34%	4.00%	18.67%	49.33%	28.00%
	2008	144	144	100.00%	2.08%	25.69%	63.89%	8.33%	144	100.00%	3.47%	33.33%	42.36%	20.83%
Economic Status														
Econ. Disadvantaged	2009	56	56	100.00%	3.57%	28.57%	55.36%	12.50%	56	100.00%	7.14%	25.00%	46.43%	21.43%
	2008	26	26	100.00%	3.85%	42.31%	46.15%	7.69%	26	100.00%	7.69%	34.62%	46.15%	11.54%
Non-Econ. Disadvantaged	2009	109	108	99.08%	0.93%	16.67%	66.67%	15.74%	108	99.08%	2.78%	17.59%	50.93%	28.70%
	2008	120	120	100.00%	1.67%	21.67%	68.33%	8.33%	120	100.00%	2.50%	33.33%	40.83%	23.33%
Migrant Status														
Migrant*	2009	0	-	-	-	-	-	-	-	-	-	-	-	-
	2008	0	-	-	-	-	-	-	-	-	-	-	-	-
Non-Migrant	2009	165	164	99.39%	1.83%	20.73%	62.80%	14.63%	164	99.39%	4.27%	20.12%	49.39%	26.22%
	2008	146	146	100.00%	2.05%	25.34%	64.38%	8.22%	146	100.00%	3.42%	33.56%	41.78%	21.23%
SchoolTotal:	2009	165	164	99.39%	1.83%	20.73%	62.80%	14.63%	164	99.39%	4.27%	20.12%	49.39%	26.22%
	2008	146	146	100.00%	2.05%	25.34%	64.38%	8.22%	146	100.00%	3.42%	33.56%	41.78%	21.23%
LEATotal: (3)	2009	12,995	12,715	97.85%	14.08%	37.54%	41.50%	6.88%	12,817	98.63%	18.10%	34.69%	33.27%	13.94%
	2008	14,688	14,297	97.34%	15.61%	39.14%	39.38%	5.87%	14,297	97.34%	23.45%	36.43%	29.17%	10.95%
STATETotal: (3)	2009	18,654	18,348	98.36%	13.16%	39.33%	41.35%	6.16%	18,446	98.88%	18.00%	36.36%	33.12%	12.52%
	2008	19,035	18,580	97.61%	14.41%	40.34%	39.54%	5.71%	18,574	97.58%	21.68%	37.83%	30.01%	10.48%

\* No data are displayed for groups with less than 10 students.

(1) BB = Below Basic

(2) Group membership is not known.

(3) This group includes at least one LEP/NEP student who has been in a U. S. school for less than one year. These students are counted in percent tested but not in percent proficient. Click here for a more detailed explanation.

## How can parents become involved in addressing the academic issues that caused the school to be identified for school improvement?

NCLB empowers parents to ask important questions and to make informed decisions about their child's education by ensuring that schools are held accountable and parents receive up-to-date information. NCLB focuses on school success and building the habits of lifelong learning for success in life. As your child's first teacher, you help with both of these goals by being actively involved in your child's learning. Encouraging your child to read, talking with your child, monitoring homework, monitoring TV viewing and video game playing, and encouraging your child to be responsible and to work independently are some ways in which you can become involved.

## What is a "Persistently Dangerous" School?

According to DC law, a school will be designated as persistently dangerous if the annual number of officially reported violent crimes against students on the school grounds during school hours over a period of two consecutive years is equal to or greater than:

- Five (5) for schools with enrollments of 500 students or less; or
- 1% of the school's official membership for schools with enrollments of 501 students or more.

Students who attend such schools, or who are the victims of a violent crime while on the grounds of the school they attend, are allowed to transfer to a safe public elementary or secondary school, including a public charter school, in the same district. DCPS currently does not have any schools that meet the definition of persistently dangerous.

Schools at risk of being identified as persistently dangerous are monitored in an effort to address and correct those areas posing risks within the schools. If the need arises, parents of students attending schools identified as persistently dangerous will be provided notice of the school's status and of the option of allowing their children to transfer.

## How does a parent request a school choice transfer?

Parents may apply in person, mail, fax, or apply online. The school district then looks at parent responses, determine final choice options and notify parents of the decisions. Parents must then communicate whether they accept the final choice option or remain at the original school. Parents always have the option of declining their final choice option.

## Are mid-year transfers allowed?

The law allows for this decision to be made at the school district level. Most districts will probably not allow mid-year transfers from their public school choice option back to their original school. DCPS does not allow for mid-year transfers unless a student enrolls in the home school mid-year.

## How can parents evaluate the choice option? What are the characteristics parents should look for in the schools they are considering for their child?

A Choice option will be a school that is not in Title I School Improvement or considered to be a persistently dangerous school, but there are many other factors parents should consider when choosing a school. Be sure to visit the school. Is the school welcoming, respectful of children and adults, orderly and full of displays of high-quality student work? Does the principal and staff seem caring and professional? Are students spending a lot of time on the academic subjects – especially reading and math? Are students actively engaged in learning? Are there opportunities for music, art and physical exercise? Are there adequate books and materials for all students? What are End-of-Grade or End-of-Course and other test results and how they have changed over time? What percentage of the teachers are “Highly Qualified?” How does the school address the needs of struggling students? What will the school do to help your child achieve at higher levels? Parents should match the strengths of a particular school with the needs of their child so that the child will be able to access appropriate instruction geared toward improving his or her academic achievement.

## Must parents accept a choice option?

Parents always have the option of declining a school choice option(s) and continuing at the original school. Parents of eligible students in these schools also may choose to obtain supplemental educational services for their children, instead of transferring them to another school. Students cannot transfer to a Choice school AND receive supplemental educational services.

## How long are students allowed to attend the school of their choice?

If a student exercises the option to transfer to another public school, the school district must permit the student to remain in that school until he or she has completed the highest grade in the school. However, the school district is no longer obligated to provide transportation for the student after the end of the school year in which the student’s original school is no longer in School Improvement status. If the new school is placed in school improvement status, the student would have the option to move to another school for the subsequent year.

## Will transportation be offered to students who transfer using NCLB choice?

School districts are responsible for providing transportation to the new school as long as the home school is in a School Improvement status. In DCPS, elementary students will be shuttled from the home school to the approved choice school. Middle and senior high school students will receive tokens for public transportation to choice schools.

## Does the NCLB choice option apply to public charter schools?

Public charter schools must be among the considerations as a choice option in a district with Title I School Improvement school(s), if the charter school is willing to enter into such an agreement. The US Department of Education has not yet fully addressed the issue of how a charter school in Title I School Improvement should offer the choice option. Students at such schools would, of course, have the option of attending their base public school without the charter school’s entering into such an agreement with the base public school.

### Can DCPS limit my Title I Public School Choice options?

If a parent chooses to use the Title I Public School Choice transfer option, DCPS must take into account parental preferences. But, please note that parents are not guaranteed their first choice of schools. The federal law states that districts must provide parents with “reasonable” options. This is generally interpreted to mean that parents must have at least two choices within the district. School districts must strive to provide the fullest possible menu of school choices to parents, and must take into account the parents’ preferences among the choices offered. However, a district has flexibility under the law to determine which schools, among those not identified for improvement, will comprise the range of alternatives for students eligible to transfer. The district may use reasonable discretion in determining the available choices provided that the choices provide students in low-performing schools with real alternatives for obtaining a better education. A school district may not use lack of capacity (overcrowding) to deny students the option to transfer.

### What are Supplemental Educational Services?

Supplemental Educational Services (SES) are tutoring and other high quality academic enrichment services that are designed to improve the reading and math skills of eligible students. These services are offered in addition to instruction provided during the school day. The services are free, but the law does not require that a district provide transportation to or from the program. Please note that these services may be provided in a student’s school or at another location and hours and content will vary by program. SES programs are provided by several independent agencies contracted by the state. Districts provide parents with information regarding supplemental educational services, when applicable, so that parents can choose the SES provider for their children.

### Who is eligible for Supplemental Educational Services?

Students who are eligible for free or reduced-cost school meals enrolled in Title I schools that are in their second year of School Improvement are eligible for supplemental educational services. Because federal funding is limited there is no guarantee that every eligible child who requests supplemental educational services will receive them. If this happens, students with the greatest academic need among those eligible will receive first priority. Please note that eligibility for supplemental educational services differs from eligibility for choice transfer options.

## Choosing a School: Four Steps

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Remember: Choice is an option! You should have a conversation with your principal and ask the following questions:

- What are the specific reasons the school has been identified as “in need of improvement” and what is the plan to address core challenges?
- What current and planned resources are in place at the school to help students academically and to improve the quality of instruction?

Also, if you decide to stay at your neighborhood school your child may be eligible for Supplemental Educational Services (SES). These services are *not* available at “Choice” schools.

### Step 1: Consider Your Child and Your Family

- Does your child have any special needs?
- How does your child learn best?
- Do you want your child to go to a school within walking distance of your home?
- Does your child want to be in a school with his/her friends?
- Do you want your child to go to a school near your after-school care, where you work, or near a close relative?

### Step 2: Gather Information about Schools

- Does the school offer courses in addition to the core subjects?
- Does the school have a special focus or theme for the curriculum?
- Do school personnel call parents when students are absent?
- What measures does the school take to ensure safety?
- What extracurricular activities does the school offer?
- Is there a well-stocked library for students to take out books and do research?
- Does the school have a computer lab?

### Step 3: Visit and Observe Schools

- How does the school communicate with students and parents?
- What is the principal’s philosophy on education?
- How often does the principal observe students?
- Do teachers have high expectations for all children? How do they communicate these expectations to the children?
- Do teachers share the class content and objectives with parents?

### Step 4: Decide and Plan

- If you decide to transfer your child:
  - Complete and Submit your School Choice Application.
  - Once you receive your placement letter, withdraw your child from his/her “transfer” school and enroll him/her in their “choice” school.
  - Know the distance and amount of traveling time required to reach the school.
  - Begin to establish a partnership with the school and your child’s teacher.

## Federal Resources

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### **ERIC Clearinghouse on Disabilities and Gifted Education**

1920 Association Drive  
Reston, VA 22091  
(800) 328-0272  
[www.ericec.org](http://www.ericec.org)

Provides information about programs and resources that can be used to enhance teaching and learning for exceptional children.

### **United States Department of Education**

U.S. Department of Education  
400 Maryland Avenue SW  
Washington DC 20202  
(800) 872-5327  
[www.ed.gov](http://www.ed.gov)

Provides information on Department of Education's programs, policies, publication, NCLB and referrals.

### **National Dissemination Center for Children with Disabilities**

1825 Connecticut Avenue NW Suite 700  
Washington DC 20009  
(800) 695-0285  
[www.nichcy.org](http://www.nichcy.org)

Provides research based programs and practices for exceptional children from infancy to age 22.

### **Parents Tool Box**

U.S. Department of Education  
400 Maryland Avenue SW  
Washington DC 20202  
(800) 872-5327  
[www.ed.gov/parents/academic/help/succeed/partx.html](http://www.ed.gov/parents/academic/help/succeed/partx.html)

Parent resource site on NCLB.

## Publications for Parents

**Helping Your Child Become a Reader.** This booklet offers pointers on how to build the language skills of young children, from infancy to age 6, and provides numerous activities to boost children's love of reading. [www.ed.gov/parents/academic/help/reader/index.html](http://www.ed.gov/parents/academic/help/reader/index.html)

**Helping Your Child with Homework.** This booklet helps parents of elementary and middle school students understand why homework is important, and provides suggestions for helping children complete assignments successfully. [www.ed.gov/parents/academic/help/homework/index.html](http://www.ed.gov/parents/academic/help/homework/index.html)

**Helping Your Child through Early Adolescence.** This booklet addresses questions, provides suggestions and tackles issues that parents of young teens generally find most challenging. [www.ed.gov/parents/academic/help/adolescence/index.html](http://www.ed.gov/parents/academic/help/adolescence/index.html)

**Helping Your Child Succeed in School.** This booklet provides parents with information, tools, and activities they can use in the home to help their child develop the skills critical to academic success. [www.ed.gov/parents/academic/help/succeed/index.html](http://www.ed.gov/parents/academic/help/succeed/index.html)

**Questions Parents Ask About Schools.** This publication provides answers to commonly asked questions on topics such as getting ready for school, monitoring school, helping with reading and working with schools and teachers. [www.ed.gov/parents/academic/help/questions/index.html](http://www.ed.gov/parents/academic/help/questions/index.html)

### Title I School Choice Enrollment Options Parental Choice Application

This form is to be used when requesting a transfer for your child to attend another school as provided by the *No Child Left Behind Act of 2001*. To complete this form, please review the school choice enrollment options and choose no more than two (2) schools in order of preference. No action is required if you choose to keep your child in his/her current school.

Submit your application at the following locations:

Parent Resource Center Tubman Elementary Sch. 3101 13 <sup>th</sup> St NW Washington, DC 20010 Hrs: 9:30a – 4:30p	Parent Resource Center Shadd Elementary School 5601 East Capitol St SE Washington, DC 20019 Hrs: 9:30a – 4:30p	Parent Resource Center M.C. Terrell Elementary Sch. 3301 Wheeler Rd SE Washington, DC 20032 Hrs: 9:30a – 4:30p	Office of School Performance and Restructuring 825 N. Capitol St NE Ste 9041 Washington, DC 20002 (202) 442-5055 Hrs: 9a – 5p
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**Please be sure to PRINT and fill out ALL required information. COMPLETE ONE (1) FORM PER STUDENT.**

There is no guarantee that your child will be enrolled in the designated school of choice if you submit this form. The number of seats at each “NCLB choice school” is limited. If there are more applications than seats in certain schools, students may be assigned to their second choice. Children must have current immunizations prior to enrollment in all DC Public Schools.

#### I School Information

NCLB TRANSFER SCHOOL (Write your child’s home school in this box)	I WOULD LIKE MY CHILD TO TRANSFER TO: (See attached list for designated “NCLB choice schools”)
	List in order of preference: 1. _____ 2. _____

#### II. Student Information

NAME OF STUDENT TO BE TRANSFERRED	GRADE SY 09-10	DOB	DCPS ID NUMBER (Required)	GENDER (M/F)
Is this student enrolled in the free or reduced meals program?		Yes:		No:
Is this student receiving special education services?		Yes:		No:

#### III. Parent/Guardian Information

Name of Parent/Guardian \_\_\_\_\_

Address \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

*I certify that all information on this application is true. I understand that school officials will verify the information on this application.*

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## Residency Verification Guidelines

An “other primary caregiver” is a person other than a parent or court-appointed custodian/ guardian who is the primary provider of care and support to a child who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support. For the purposes of the Residency Verification Guidelines, a parent or a court appointed custodian/ guardian will be considered unable to provide care and support for the child if at least one of the reason(s) listed in the box below describes to his/ her circumstances.

	Has abandoned the child		Is incarcerated	Does not live with the child due to neglect and/or abuse.
	Has an active military assignment		Is deceased	
	Suffers from a serious illness		Other: (specify _____ )	

An other primary caregiver must **provide proof that he/she is the child’s primary caregiver by submitting one of the following items** prior to proving residency:

1. **Records from the previous school year** indicating that the child is in the care of the caregiver, including:
  - a. Downloads from the STAR database;
  - b. Signed report cards; or
  - c. Other school records.
2. **Immunization or medical records** indicating that the child is in the care of the caregiver.
3. Proof that the caregiver receives **public or medical** benefits on behalf of the child, with an issue date within 12 months immediately preceding consideration of residency, including:
  - a. Supplemental Security Income *annual benefits notification*; or
  - b. TANF *verification of income notice or recertification approval letter*.
4. A **signed statement, sworn under penalty of perjury<sup>1</sup>** that he or she is the primary caregiver for the student. The standard form can be obtained from the local school.
  - a. If a DCPS school official suspects that the statement is false, he or she should enroll the student but refer the case to the DCPS Office of Student Residency.
  - b. If a charter school official suspects that the statement is false, he or she should enroll the student but refer the case to the school’s chartering authority.
5. A written **attestation from a legal, medical or social service professional<sup>2</sup>** attesting to the caregiver’s status relevant to the minor child, with an issue date within the past 12 months.

<sup>1</sup> Refer to the Sworn Statement of Other Primary Caregiver Form.

<sup>2</sup> Refer to the Attestation for Other Primary Caregiver Form.

Only residents of the District of Columbia are eligible to receive a free public education in the District. Consequently, all public school students in the District are required to provide proof of their residency in the District or pay tuition. The current Residency Verification Rules governing the process of residency verification are designed to ensure that only those students who are District residents attend public schools in the District without paying tuition. These Guidelines are intended to provide school staff, parents and others with clear directions for implementation of the Residency Verification Rules.

- Schools are not required to photocopy residency proofs; however, if the Residency Form is called into question during the audit of the student enrollment count, schools may be required to obtain and provide photocopies.
- Persons enrolling a student must show *original documents* as proof of residency.
- The residency status of each student initially enrolling in a District of Columbia Public School or public charter school shall be established by October 5, or within ten (10) days of the time of initial enrollment, whichever occurs later within the school year for which the student is being enrolled. Residency status shall be re-established annually thereafter. The annual verification shall take place no sooner than April 1 of the current school year and no later than October 5 each year. Residency status shall be established through the use of satisfactory documentation as provided in requirement (1) or (2) below.

### REQUIREMENTS FOR PROVING RESIDENCY (1)

One of the following items will suffice to establish District of Columbia Residency:	
Item accepted for Verification of Residency	Item Must Show
1. A <b>pay stub</b>	<ul style="list-style-type: none"> <li>• Issue date within the past 45 days;</li> <li>• Name of person enrolling the student;</li> <li>• Current DC home address; and</li> <li>• Withholding of DC taxes for the current tax year.</li> </ul>
2. Proof of <b>financial assistance from the DC Government</b> , in the form of either a: <ul style="list-style-type: none"> <li>• Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter;</li> <li>• Medicaid approval letter or recertification letter;</li> <li>• Housing assistance letter from a housing shelter, including contact name and phone number or a letter from the Housing Authority; or</li> <li>• Proof of receipt of financial assistance from another DC Government program.<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Issue date within the past 12 months;</li> <li>• Name of person enrolling the student; and</li> <li>• Current DC home address.</li> </ul>
2. <b>Supplemental Security Income annual benefits notification</b>	<ul style="list-style-type: none"> <li>• Issue date within the past 12 months;</li> <li>• Name of person enrolling the student; and</li> <li>• Current DC home address.</li> </ul>
3. A <b>tax information authorization waiver form</b> certified by the DC Office of Tax and Revenue <sup>2</sup>	<ul style="list-style-type: none"> <li>• Name of person enrolling the student;</li> <li>• Evidence of payment of DC taxes for the previous tax year; and</li> <li>• Current DC home address.</li> </ul>
4. <b>Verification Letter and Military Housing Orders; or DEERS Statement</b> <sup>3</sup>	<ul style="list-style-type: none"> <li>• Name of student and person enrolling the student; and</li> <li>• Current DC home address.</li> </ul>
5. Proof that a child is a <b>ward of the District of Columbia</b> , in the form of a <b>Court Order</b> .	<ul style="list-style-type: none"> <li>• Name of student.</li> </ul>
6. An <b>embassy letter</b>	<ul style="list-style-type: none"> <li>• Issue date after April 1 of the current school year;</li> <li>• Name of person enrolling the student;</li> <li>• Official seal; and</li> <li>• Statement indicating that the person enrolling the student and the student currently live on embassy property in DC, with the DC address.</li> </ul>

## REQUIREMENTS FOR PROVING RESIDENCY (2)

**In the absence of items listed on the other side of the page, two (2) of the items listed below will suffice as proof of residency in the District of Columbia. The address and name on each submitted item must be the same.**

Item accepted for Verification of Residency	Item Must Show
1. Unexpired <b>DC motor vehicle registration</b> <sup>4</sup>	a. Name of person enrolling the student; and b. Current DC home address.
2. Unexpired <b>lease or rental agreement</b>	a. Name of the person enrolling the student; b. Current DC home address; and c. Receipt of a payment or canceled check indicating payment of rent within the past two (2) months.
3. Unexpired <b>DC motor vehicle operator's permit</b> or other official non-driver identification	a. Name of person enrolling the student; and b. Current DC home address.
4. <b>One utility bill</b> (only gas, electric and water bills are acceptable) <sup>5</sup>	a. Name of person enrolling the student; b. Current DC home address; and c. A separate receipt of payment or cancelled checks indicating payment for the utility bill within the past two (2) months.

### Notice of Non-Discrimination

The District of Columbia Public Schools does not discriminate in its programs and activities on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculations, political affiliation, disability, source of income, or place of residence or business. Discrimination will not be tolerated and persons engaging in such will be subject to disciplinary action. The following office has been designated to handle inquiries regarding non-discrimination policies: Equal Employment Opportunity Office, District of Columbia Public Schools, 825 North Capitol Street, NE, 6<sup>th</sup> floor, Washington, DC 20002; (202) 442-5424

<sup>1</sup> For the purpose of verifying DC residency, the following items **cannot** be submitted as proof of financial assistance from the DC Government: (1) a TANF identification card, (2) a Medicaid identification card, (3) an identification card from a District employer (including DC Government), or (4) a letter from a District resident.

<sup>2</sup> For the purpose of verifying DC residency, the following items **cannot** be submitted as proof of payment of District of Columbia personal income tax: (1) a W-2 form, (2) a federal income tax return, or (3) a District income tax return (unless certified by the DC Office of Tax and Revenue).

<sup>3</sup> DEERS Statements are obtained at the base MPF administrative office. If the DEERS statement shows the dependents but does not show the current address, it can be combined with a residency verification letter from the Housing Management Branch.

<sup>4</sup> For the purpose of verifying DC residency, the following items **cannot** be submitted in place of a DC motor vehicle registration or operator's permit: (1) a title to a vehicle, or (2) vehicle insurance.

<sup>5</sup> For the purpose of verifying DC residency, the following items **cannot** be submitted in place of a utility bill: (1) a telephone bill, or (2) a cable bill.